DOCUMENT RESUME

ED 042 144 AL 002 488

TITLE	Korean Education and Foreign Assistance Programs.
INSTITUTION	Korean Central Education Research Inst., Seoul.
PUB DATE	Sep 65
NOTE	82p.; Report on the Seminar on Korean Education with the Participation of Foreign Agencies in Korea, Sept. 18, 1965, Seoul, Korea
EDRS PRICE	EDRS Price MF-$0.50 HC Not Available from EDRS.
DESCRIPTORS	Cultural Background, Educational Administration, *Educational Development, *Educational Economics, Educational Objectives, *Educational Problems, Elementary Education, Instructional Staff, Secondary Education, Student Enrollment, Teacher Education, Teacher Shortage
IDENTIFIERS	Foreign Assistance Programs, *Korea

ABSTRACT

Since the problems facing Korean education arise from very complicated factors, it was felt that the objective views of foreign observers would undoubtedly be of great help in efforts to solve them. In this connection, the Central Education Research Institute held a Seminar on Korean Education with the participation of foreign agencies in Korea under the joint auspices of the Economic Planning Board Mission to Korea in order to provide the opportunity for all interested to exchange views on the problems of Korean education and on ways to alleviate those problems. This Report on the Seminar outlines the justification, purpose, and organization of the program; presents "Basic Problems Facing Korean Education," by Hyun Ki Paik, "Approaches Made to Deal with These Problems," by Churl H. Lee, and "Approaches Made to Deal with These Problems from Overall Economic Aspects," by Sang Keun Chun; and summarizes group discussions. Appended are the Assistance Program for Education Conducted by Foreign Agencies in Korea, and a listing of Seminar Participants. [Not available in hardcopy due to marginal legibility of original document.] (AMM)

EDO 42144

F-AID
AL

KOREAN EDUCATION
AND
FOREIGN ASSISTANCE PROGRAMS

Report
on
Seminar on Korean Education
with the
Participation of Foreign Agencies in Korea

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

AL 002 488

Central Education Research Institute

Seoul Korea

September
1965

ED 042144

****

KOREAN EDUCATION

AND

FOREIGN ASSISTANCE PROGRAMS

****

Report

on

Seminar on Korean Education

with the

Participation of Foreign Agencies in Korea

Central Education Research Institute
Seoul, Korea

September
1965

P R E F A C E

Remarkable progress has been achieved in various aspects of Korean education since this country's liberation from Japanese colonial rule in 1945. In this respect, we gratefully acknowledge that much of this progress has been due to the assistance of foreign agencies in Korea.

And yet, marked progress and a disproportionate increase in the quantitative aspects of education have been accompanied by a deterioration in the qualitative aspects of education. Accordingly, continued efforts have been made by the Korean people themselves to resolve the problems facing education, but few sound solutions have as yet been found.

Since the problems facing Korean education arise from very complicated factors, the objective views of foreign observers will undoubtedly be of great help in efforts to solve them. In this connection, the Central Education Research Institute has held a Seminar on Korean Education with the participation of foreign agencies in Korea under the joint auspices of the Economic Planning Board and the Ministry of Education and with assistance from the United States Operations Mission to Korea in order to provide the opportunity for all interested to exchange views on the problems of Korean education and on ways to alleviate those problems.

It is with pleasure that I present this report on the Seminar on the basis of the discussions held during the Seminar and I hope that doing so will assist in efforts to improve Korean education. Specifically, this Seminar has great significance from the viewpoint that this was the first of its kind held in Korea. Therefore, it is sincerely hoped that the seminar will lead to more fruitful seminars in the future.

In conclusion, I wish to express my sincere thanks to all participants and to the Economic Planning Board, the Ministry of Education and the United States Operations Mission to Korea for their encouragement and assistance which enabled us to conclude the seminar in a successful manner. In addition, I would also like to thank the staff members of this Institute, Messrs. Jong-Gon Hwang, Joong Cheol Cheon, Yong Yeun Choi and Dong Hee Lee who devoted much effort to the planning and conduct of a highly-successful seminar.

Hyun Ki Paik
Director
Central Education Research Institute

OPENING ADDRESS

by the Minister of Education

Ladies and gentlemen:

I am very pleased to have this opportunity to deliver the opening address on this meaningful occasion.

To begin with, I, on behalf of the sponsor, wish to thank those Korean and foreign educators, who have graciously accepted our invitation to attend this seminar. My sincere gratitude also goes to the United States Operations Mission to Korea which rendered unstinting assistance to this seminar.

I think this seminar, being held for the purpose of exchanging ideas on the problems facing Korean education today, of reviewing foreign assistance programs to Korean education in the past, present and future, and of encouraging coordination between Korean and foreign authorities, has great significance in view of the fact that it is convened when we are confronted with truly urgent problems.

As you are all well aware, Korean education today has many problems: the normalization of free, compulsory education at the elementary level; the strengthening of scientific education to meet the need for trained manpower for the successful accomplishment of socio-economic development plans; the betterment of the welfare of teachers and the improvement of their qualifications; and an improved academic atmosphere.

In the meantime, however, I believe that few will deny the fact that Korean education has progressed remarkably during the last twenty years. This was pointed out in a report prepared by the UNESCO Regional Advisory Team for Educational Planning in Asia which conducted a survey of Korean education last year. Especially, I would like to point out that compulsory elementary education has made rapid progress; 95 percent enrollment of children in the age bracket.

While it is believed that progress in Korean education has been made upon the basis of the traditional enthusiasm for education in Korea, the devoted efforts of teachers and the administrative efforts of the government, I would emphasize the contributions of various foreign agencies. UNKRA rendered immediate and effective assistance for the rehabilitation of educational facilities destroyed during the Korean War. USOM has rendered and is rendering assistance ir the provision of educational facilities and in the development of technical education. Various educational advisory teams from American universities have contributed to the qualitative development of education. The Asia Foundation, the American Korean Foundation, the Armed Forces Assistance to Korea, CARE and other agencies have contributed much to the development of Korean education. I understand that UNICEF is also planning to offer assistance to education in this country.

In closing, I believe this seminar will contribute much to the future development of education in this country.

Thank you.

C O N T E N T S

PREFACE i

OPENING ADDRESS iii

I. OUTLINE OF THE SEMINAR 1

1. JUSTIFICATION 1

2. PURPOSE 1

3. SPONSOR 1

4. ASSISTING ORGANIZATION 2

5. DATE 2

6. PLACE 2

7. AGENDA 2

8. PROGRAM COORDINATOR 3

II. PRESENTATION 4

1. BASIC PROBLEMS FACING KOREAN EDUCATION 4

by Hyun Ki Paik, Director
Central Education
Research Institute

2. APPROACHES MADE TO DEAL WITH THESE PROBLEMS 21

by Churl H. Lee, Director
Bureau of Culture, MOE

3. APPROACHES MADE TO DEAL WITH THESE PROBLEMS FROM OVERALL ECONOMIC ASPECTS 28

by Sang Keun Chun, Director
Technical Development
Bureau, EPB

III. SUMMARY REPORT ON GROUP DISCUSSIONS 32

1. FIRST GROUP : Problems Facing Korean Education 32

2. SECOND GROUP: Korean Education and Assistance Programs. . 37

IV. RECOMMENDATIONS 43

APPENDIX

I. ASSISTANCE PROGRAM FOR EDUCATION CONDUCTED BY FOREIGN AGENCIES IN KOREA 46

II. PARTICIPANTS 72

I. OUTLINE OF THE SEMINAR

1. JUSTIFICATION:

The remarkable progress achieved in Korean education since the liberation of this country from Japanese colonial rule is due in great part to the contributions of foreign agencies in Korea. However, various problems remain which must be throughly studied and many attempts must be made to identify the requirements. In this the objective views of foreign observers will be of great help. The close tie between the Korean government and foreign agencies in Korea must not only be strengthened they must also be made more effective.

In this connection, this seminar was designed to strengthen international cooperation by referring to the objective views concerning Korean education of foreign observers in an attempt to identify ways to resolve the problems facing Korean education.

2. PURPOSE:

1) To exchange ideas on the problems facing Korean education;

2) To identify the foreign assistance program for Korean education -- past, present and future; and

3) To develop and encourage coordination in assistance to Korean education.

3. SPONSOR:

The Ministry of Education

The Economic Planning Board

The Central Education Research Institute

4. ASSISTING ORGANIZATION:

The United States Operations Mission to Korea

5. DATE:

September 18, 1965

6. PLACE:

USOM Conference Room

7. AGENDA:

09:30 - 10:00	Opening address by the Minister of Education
10:00 - 10:40	"Basic Problems Facing Korean Education", by Hyun Ki Paik, Director of the Central Education Research Institute
11:00 - 11:30	What the government(MOE) is doing to resolve these problems--Approaches Made to Deal with These Problems, by Churl H. Lee, Director of Bureau of Culture, the Ministry of Education
11:30 - 12:00	Approaches Made to Deal with These Problems from Overall Economic Aspects, by Sang Keun Chun, Director of the Technical Development Bureau, the Economic Planning Board

12:00 - 13:30	Lunch
13:30 - 15:50	Group discussions
	Group 1: Problems facing Korean education
	Group 2: Korean education and assistance programs
16:10 - 17:00	Conclusion and recommendations
	1) Report on group discussions
	2) Conclusion and recommendations

8. PROGRAM COORDINATOR:

Jong-Gon Hwang, Chief Researcher, Central Education Research Institute

II. PRESENTATION

1. BASIC PROBLEMS FACING KOREAN EDUCATION

by Hyun Ki Paik, Director
Central Education Research Institute

1) The Factors Limiting Development

Education in Korea is subject to several factors limiting its development. These factors are;

(1) A large school population which is increasing at a high rate

There is no denying that marked progress has been achieved in various aspects of Korean education since the liberation of this country from Japanese colonial rule in 1945. In common with the rest of the world the increase rate in the school-age population of Korea has been exceptional. Analyzing the increase rate in the number of students, ranging from kindergarten to college level, taking 1945 school enrollment as 100 percent as a basis for comparison, 1955 stood at 260 and 1964 at 400.

Primary school children in 1965 totaled 4,726,000 as against 1,366,000 in 1945; secondary school students 1,065,000 as against 84,000 in 1945; and college students 142,000 as against 7,800 in 1945. Here we must realize the serious problems arising from the training of a sufficient number of qualified teachers and the building and procurement of school facilities.

(2) The great expectations of the Korean people which are partly natural phenomena but are also engendered by politicians, the press and parents themselves.

It can be admitted that the huge increase in school enrollment is largely due to the almost impossible expectations the Korean people as a whole have placed in education. Accordingly, it may be safely concluded that such great expectations placed in education are quite natural in view of the outflow of the popular desires long latent due to Japanese oppression. It may also be concluded that such great expectations placed in education resulted from the adoption of a democratic school system, from the system of compulsory education at the primary level, and from the competitive spirit of parents toward education for their children. Such expectations placed in education, however, have at times led to gross over-emphasis when fanned by politicians and the press.

(3) Complexity of social and cultural problems in relation to education.

The conflict of views concerning value arising due to the change from a single system of values to one of multiple values gives rise to serious social and cultural problems. Moreover, as the values accepted by a closed society change to those accepted by an open society a conflict of viewpoints concerning the solution of social, cultural and educational problems resulted. Approaches are being made to resolve the social problems arising from the fact that dif-

ferent values are being accepted. In the field of education there are conflicting views which may be divided into traditional and progressive. Approaches to the solution of educational problems are being delayed due to the contradictions between traditional and new concepts such as contempt for vocational education and its esteem to take one example. Such contradictions are prevalent with respect to the solution of problems arising from the entrance examination system, educational administration, curricula, supervision, etc.

(4) Limited educational resources available due to low national income, an inadequate taxation system, and limited allocations to education.

The most serious obstacle facing the development of Korean education is the securing of adequate means to deal with present problems arising from an increasing school-age population at all levels. The lack of means to make provision for a good education system in Korea results from the low income of the Korean people in general, from an inadequate taxation system to make provision for educational finances, and from the inadequate use and allocation of resources to finance education.

(5) Lack of facilities and personnel. Basic data for sound policy making is in many cases non-existent; fundamental research into teaching methods is undeveloped and even neglected; personnel in this field are poorly trained and in-experienced.

The lack of qualified teachers and adequate facilities, both fundamental elements in education, is a key factor hindering the

sound development of Korean education, especially of compulsory education.

Despite efforts to train qualified teachers by means of both sound basic and in-service training, Korea is still far from securing the number of teachers demanded by its education system. From the fact that there is a grave shortage of classroom space, it is only natural that various fundamental teaching aids are in short supply.

The government authorities concerned lack the basic data necessary for scientific and rational policy making to overcome such problems facing Korean education. Moreover, fundamental research into basic problems is often neglected and the research field lacks trained personnel.

2) Problems

In addition to these factors limiting the development of the education system, there are various other problems in Korean education. Problems face almost every aspect of education -- teachers, facilities, finances, and entrance examination system, the school system itself, curricula and the administration of schools. All of these problems can hardly be fully explained but some of the important ones will now be summarized.

(1) Compulsory education

The total number of students now enrolled in Korea's primary schools is 4,730,000, or more than 95 percent of the total number of

the country's primary school age children. This is almost equivalent to the ratio in developed countries. However, there are many unfavorable conditions hindering a satisfactory education for the increasing numbers. First of all, as of 1964, there was a shortage of 5,300 teachers, in terms of the standard for the teacher-student ratio set by the Ministry of Education, and a shortage of more than 13,000 classroom is 70 to 80. Furthermore, the shortage of teachers and classrooms will become even more serious unless 5,000 teachers and 5,000 classrooms required for the education of the annual increase of 300,000 school-age children is guaranteed. The key to resolving such serious problems is to secure available resources. The amount invested in compulsory education is ₩990,000,000[1/], or 73.6 percent of the total education budget and 11.7 percent of the total national budget. Even if the total estimated budget for education in Korea (₩13,500,000,000)[2/] were invested in compulsory education, it would not be sufficient to resolve all the problems facing compulsory education in Korea.

(2) Secondary education

The total number of students enrolled in secondary schools was 1,066,247 as of 1964, or 13 times as many as there were in 1945. While it is true there has been remarkable progress in respect to quantity, there has been a marked deterioration in quality. The

---

1/ Nine hundred ninety million won
2/ Thirteen and a half billion won

shortage of teachers in secondary schools, both public and national, is much the same as in the case of primary schools. According to a recent survey conducted by the Central Education Research Institute, the shortage of teachers as of 1965 is some 2,000 and 36 percent of all teachers were found to lack the qualifications necessary to meet the standards for secondary teachers set by the government.

Most secondary schools have no laboratory nor the space and facilities for practical instruction. Another problem facing secondary schools is their inadequacy to meet the demand for skilled manpower. There are 283 vocational high schools throughout the country and strong emphasis is now placed on vocational education in accordance with government policy. However, the fact that only 21.3 percent of the graduates of vocational high schools can find employment results in serious problems.

(3) Higher education

The total number of students enrolled in higher educational institutions of all levels was 142,000 as of 1964 which means a ratio of one college student to every 289.8 persons in Korea. This is out of all proportion when considering such countries as Thailand, England and Free China.

It was found that 4.94 percent of all college graduates advance to higher institutes (graduate schools), 14.8 percent enlist in the army, 43.3 percent secure employment and the fate of 37.0 percent is unknown. Considering 37.0 percent as the unemployment figure and the

14.8 percent who enlisted in the military service as the non-productive group, approximately 50 percent of all graduates can be considered non-productive even after a college education. Thus such a surplus of manpower unable to meet the social demands imposed on them is one factor causing a great loss to the nation. Moreover, inadequate guidance and counseling in college results in further problems. According to the findings of a survey conducted on college students, 39.0 percent were found to be desirous to change their college or major course because of lack of aptitude to a college or a certain major course currently pursued of because there was no possibility of finding good employment after graduation. Moreover, 51.0 percent of all college graduates were found to be dissatisfied with campus life. Particularly, in view of the confusion caused by student demonstrations of late, it is felt that student guidance should be stressed.

(4) Teacher training

Primary school teachers are trained in twelve teacher's colleges throughout the country and secondary-teacher training is conducted by three national colleges of education, by six private colleges of education and by the colleges of liberal arts within ordinary higher educational institutions. Various problems also face teacher education. The most serious problem facing graduates of teacher training institutions is the difficulty of finding employment. In the case of teacher's colleges, the number of graduates is no more than one-third of the demand for primary school teachers. In case of graduates of colleges

of education, the ratio of employment for graduates of colleges of education and those of ordinary colleges is 7 to 3. The chance for graduates of colleges of education to find employment is less especially due to unemployed teacher applicants who have increased in number year after year. Accordingly, it is the sad reality that graduates of colleges of education have to wait a few years for employment. Besides, according to a survey conducted in 1962 by the Central Education Research Institute, the average number of years training for a public middle school teacher is 14.09 years, that for a private middle school teacher 15.37 years, that for a public high school teacher 15.12 years and that for a private high school teacher 15.30 years. Thus, training for a secondary school teacher would seem somehow inadequate.

(5) Social education

In 1945, when Korea was liberated from Japanese colonial rule, the illiterate were estimated to total 7,980,000, or 78 percent of the total population over the age of twelve. However, as a result of the voluntary efforts of school teachers and college students, there has been a gradual but significant decrease in the number of illiterate persons. In consequence, as of 1962 the number of illiterate persons stood at 437,000 men or five percent of the male population and 1,400,000 women or 16 percent of the female population. Therefore, the campaign against illiteracy has been most successful. The problem of juvenile delinquency is becoming very much a part of social education. According to statistics released in 1963 by the Home Ministry, it is apparent that the

number of juvenile delinquents is increasing annually and that social discipline is gradually deteriorating. Moreover, there is another important problem for the education system -- the instruction of handicapped children. According to a survey conducted this year by the Ministry of Health and Social Welfare, there are 81,321 handicapped children throughout the country and of these, 47,533 or well over half, have received no formal education at all.

(6) Revision of the school system

The revision of the school system is one vital issue calling for the deep concern of the Korean people. It remains unsettled despite heated argument for many years.

Of course, there are many reasons for advocating a revision. The most powerful is that a revision is necessary because we must justify the fact that a system of compulsory education is impossible due to the lack of necessary finances and that we must eliminate the unfair burdens resulting from double entrance examinations and the extra entrance fees arising from the 3-3 secondary school system. On the other hand, there is the argument in opposition that no one has come up with solid reasons for a revision because the existing 6-3-3-4 system is ideal. The whole question requires serious thought.

Some hold for decreasing the number of school years in order to lessen parental burdens with respect to school expenses and also in order to secure funds to finance compulsory education. However, it is

necessary to carefully study the issue of decreasing the number of school years. As to the issue of combining middle and high schools, even though it is true that this would lessen the burden on students of double entrance examinations and lighten parental burdens with respect to entrance fees, it should not be forgotten that such a change would give rise to such problems as the adjustment of school administration, the reorganization of curricula and teacher reassignment.

(7) The entrance examination system

Parents are most deeply concerned with the matter of the examination required for entrance to middle school. Although the number of children who apply for entrance to middle schools throughout the nation does not exceed the capacity to accomodate them, it is quite odd phenomenon that primary education, especially in the large cities, is entirely geared toward preparation for entrance to middle school under the influence of the goal of teachers and parents alike to get their children into the so-called top-level school. Such an unjustifiable practice hinders the desirable growth, both mental and physical, of children.

Although it may be admitted that the high school entrance examination problem is not so serious as it is for middle school, it is not desirable for middle school graduates to have to sit another entrance examination and that their parents be burdened with extra entrance fees. It is from this aspect that the combining of middle and high school education is soundly argued.

In high school education, greater emphasis is placed on English and mathematics in preparation for entrance to college. Due to the absense of sound aptitude and intelligence tests it is difficult to have high school graduates take those courses fitted to their aptitude and intellectual level. It is also doubtful that colleges themselves are capable of selecting qualified students on a fair basis.

In relation to college entrance examinations, there are improper practices aimed at personal profit. For example, many private English and mathematics institutes are solely engaged in instruction for college entrance purposes and they publish various expensive reference books. This only leads to abnormal education. Such tendencies hamper the democratic practices of formal schooling. Thus, it is necessary that such improper practices be stopped.

(8) Problems concerning curricula at all school levels

Problems concerning curricula can be considered from three viewpoints. Firstly, the curriculum itself. Secondly, the textbooks used. Thirdly, the students' classroom experiences. Standard curricula are set out in accordance with Article 2 of the Education Law which prescribes the objectives of education in this country. Textbooks are also made available in accordance with the objectives of education. However strictly textbooks may be compiled in accordance with the objectives of education, it should be considered whether or not they are composed to meet this aim adequately and whether or not they tackle the problem of the democratic development of Korea. Both

teachers and students rely entirely upon their textbooks but still it is doubtful to what extent teaching and learning practices are carried out in accordance with the objectives of education as prescribed in Article 2 of the Education Law.

(9) Problems concerning educational administration and finance

Boards of Education, the autonomous units of educational administration in each city and county were abolished following the military revolution of 1961 to be restored along with the establishment of the Third Republic. Such a transition is no more than a mere rationing out of the educational administration from the administration in general. Educational finances are far from being independent. Accordingly, educational autonomy, in the true sense, has never actually been realized. The theory that Boards of Education should be policy making bodies while their superintendents should be executives has not been put into practice. From the fact that the Board of Education of Seoul is an executive organ under a council system and that hardly expect the execution of a sound administration.

The Central Education Research Institute is currently studying the problems facing the educational administrative system at the request of the Administrative Improvement Research Commission and it is expected that improvement will be realized in the educational administrative system when the results of the study are reported to the government.

Educational financing is a key factor resulting in the deterioration of the quality of education as indicated in the foregoing. Specifically, the accumulated shortage of teachers and of classrooms and facilities to accommodate the increasing numbers of students threaten the very survival of compulsory education. In order to solve this problem, parents must take full responsibility for all expenses incurred by education above the secondary level. However, in order to promote economic growth, government investment in secondary and higher education must not be neglected. In this connection, it is keenly felt that research into the matter of adequate educational investment at all school levels is necessary.

Raising the salaries of teachers is also a major problem in relation to educational finances. According to a survey conducted by the Korean Federation of Education Associations, a teacher goes deeper into debt by an average of over ₩5,000 each month.

Teacher	Salary	Monthly expenditures	Debt
Primary school	₩6,220	12,270	6,050
Middle school	7,690	12,270	4,580
High school	9,860	12,270	3,410

The salary for a primary school teacher who has newly graduated from college is ₩5,680; for a middle school teacher, ₩6,540; and for a high school teacher, ₩7,100. Thus, there is a discriminatory teacher salary system and the Korean Federation of Education Associations is

conducting a movement for the realization of a single salary schedule.

There are many other educational problems such as the improvement of teaching methods and instruction and the establishment of professional research institutes. However, detailed illustrations of these problems are left out here and integral issues conducive to alleviating these problems are presented as follows.

Issues

(1) Quantity versus quality in education

There are two standpoints -- greater emphasis is placed either on quantity in education or on quality in education. The former is based on the argument that quality in education can be elevated while maintaining quantity at its present level by applying new teaching methods such as group teaching, programmed instruction and audio-visual instruction, while the latter is based on the argument that the current quantity should be cut drastically in order to achieve the elevation of quality.

(2) Should emphasis be placed on vocational education or on liberal education?

The argument that emphasis should be placed on vocational education is based on the viewpoint that excessive stress has been placed on liberal education and that Korean society today does not need a large number of graduates from liberal courses, while the argument that emphasis should be placed on liberal education is based on the

viewpoint that even if a vocational education is important a liberal education is more important on the basis of the motto "education should be aimed at fostering the human capacity before training the technician".

(3) Should emphasis be placed on the education of an elite (educated) minority or should it be for everybody?

This issue concerns the setting up of a quota system for college students and is primarily related to the development of human resources and the manpower supply and demand. In short, this issue is regarded as one aspect of the dispute concerning quantity and quality in education.

(4) Should teacher certificates be given only to graduates of Colleges of Education or to both graduates of Colleges of Education and those who graduated the teacher training course of ordinary colleges?

The argument that teacher certificates should be given only to graduates of Colleges of Education is based on the viewpoint that a teacher must be equipped not only with knowledge but also with professional teaching skills, while the argument that teacher certificates should be given to both graduates of College of Education and to those who received teacher training at ordinary colleges is based on the viewpoint that equal opportunity to find employment in teaching should be given to all.

(5) Revision of the school system

Heated discussions abound on this issue. The argument that the existing school system should be revised is based on the viewpoint that the elevation of quality in education can hardly be expected under the existing school system. From this standpoint proposals are made for the revision of the school system to 6-5-4, 5-4-3-4, or 6-6-4. The opposing argument is based on the viewpoint that the revision proposed by the former can be achieved administratively and that the effective operation of the existing system is sufficient to meet efficiencies in current education.

(6) Should entrance examinations be drawn up under the joint supervision of all schools or should each school draw up its own?

There are various problems concerning entrance examinations to all school levels. It is being discussed whether or not papers be drawn up covering all subjects or covering all school years. Especially, there is the argument that aptitude tests are necessary together with entrance examinations to colleges.

(7) Should local educational administrative organs be integrated into one overall administrative organ or should they be independent of any central autonomous organization?

The former argument is based on the viewpoint that integration is necessary because local administrative organs should be unified, while the latter is based on the viewpoint that existing executive bodies

under a council system should be changed to policy making body based on the principle of a democratic school administration.

(8) Educational finances

Should the educational tax system be restored or should it remain as part of general taxes? This issue is closely related to that concerning the integration of administrative organs. Actually, a greater part of the educational budget is allocated to compulsory education. In the meantime, emphasis is being placed on the allocation of sufficient budget to secondary and higher education in order to promote the development of human resources. Subsequently, the problem of priority on education arises.

(9) From the standpoint of development, what priority should be given to different types and levels of education?

For example, problems arise as to whether we should place emphasis on the education of children or on adult education. There is no doubt that the education of children is important as well as is adult education from the aspect of national development. However, it is considered that adult education is rather more important in a developing country.

(10) In view of limited human resources and virtually unlimited requirements, can ways be found to achieve greater results from education.

In consideration of reality in Korea, of various limiting factors and of many problems facing education, one important problem is how can we realize the full effect of education.

Officials concerned from the Economic Planning Board and from the Ministry of Education will discuss in detail how these problems can be dealt with under the complexities that go to make up the Korean situation.

****

2. APPROACHES MADE TO DEAL WITH THESE PROBLEMS

by Churl H. Lee, Director of Bureau of Culture, the Ministry of Education

The problems outlined in Dr. Paik's address are expanded by outlining the long-term plans for the development of compulsory education, higher education and adult education in Korea.

In 1964 the National Budget totaled 75.4 billion won of which 12.2 billion, or 16.5 percent, was allocated to education. Of that amount, 73.5 percent was spent on compulsory education.

Table 1. Government budget, FY 1964

(Unit: 100 million won)

		Amount	Percent to total expenditures
National defense		239	32
Economic service		153	20
Social welfare		178	23
Education	122		16
Others	56		7
General expenditures		44	6
Justice & police		46	6
Public works		21	3
Unpublished expenditures		73	10
Total		754	100

The long-term plan for compulsory education entails means to increase elementary schools and facilities in order to meet the increase in the number of school-age children. The first comprehensive plan for the development of education was initiated in 1961 and will continue through next year. Its goals are:

1) Maximum possible investment in education

2) Investment in technical education

3) Improved curricula

Under the principle that all have a right to an education, the goal includes not only an improvement in the quality of teachers but

also an increase in the number of teachers by 25,000 and in the number of classrooms by 31,000. For technical education, vocational high schools will be increased by 20 percent.

Of children between 6 and 11, those attending school constituted in:

1961	85.3 %
1963	92.1 %
1964	95.0 %

Attendance by school children in 1965 was 92 percent. 81 percent of the senior grade graduated in 1961.

The current 9-year plan for compulsory education (final year, 1973) aims/to maintain compulsory education at the present 95 percent of all school-age children. There are now some 819,000 children reaching the compulsory school-age annually and it is estimated that this will reach 862,000 by 1973.

With respect to pupils per class, big cities average 80. Thus, the big problem facing compulsory education is the need for facilities, and the aim is to have a minimum of two shifts for grades 1 to 3 and one shift for grades 4 to 6.

In Seoul there were 133 grade schools in 1963. Of these:

8	schools had	1 shift
47	"	2 "
57	"	3 "
21	"	4 "

The goal of future plans is to set the standard at a maximum of 60 pupils per class.

Of the following tables, one gives educational expenditures broken down according to sources, and the other details compulsory education expenditures.

Table 2. Educational expenditures 1964
(Relative to sources)

(Unit: Million won)

		Gov't	Fees	Family support	Total	Expenditure per pupil (unit: won)
Primary school	Amount	8,912,2	961,0	8,604,0	18,477,2	23,454
	%	48.1	5.2	46.6	100.0 (47.6)	
Middle school	Amount	939,9	3,294,0	5,408,6	9,642,5	43,392
	%	9.7	34.2	56.1	100.0 (24.8)	
High school	Amount	934,4	1,850,7	3,031,5	585,6	43,584
	%	15.9	31.9	52.2	100.0 (14.9)	
Vocational college	Amount	31,6	46,4	44,6	122,6	140,145
	%	25.8	37.8	36.4	100.0 (0.3)	
Junior college	Amount	76,1	258,1	349,9	684,1	72,690
	%	11.1	37.7	51.2	100.0 (1.8)	
College & university	Amount	760,0	1,301,2	2,052,2	4,144,4	145,692
	%	18.5	31.6	49.9	100.0 (10.6)	
Total	Amount	11,643,2	7,711,4	19,491.8	38,846,4	
	%	30.1	19.8	50.1	100.0	

* The number in the parenthesis denotes the percentage to the total amount of educational expenditures at all levels of school (₩38,846,4 millions).

Table 3. Expenditures (Compulsory education)

(Unit: Won)

Total Budget	Personnel	Administration	Research	Facilities
8,230,850,140	6,215,853,930	1,302,878,610	22,316,900	689,800,700
(%) 100.00	75.52	15.83	0.27	8.38

Moving to the problem of the acute shortage of classroom, since 1963 the government has granted subsidies to private schools for the increase of their accommodation and facilities.

Table 4. Classroom construction

	1956	1957	1958	1959	1960	1961	1962
Primary school	5,000	2,062	2,047	2,719	2,880	6,211	5,219
Middle school	1,968	362	1,868	2,021	2,560	4,006	1,738

Between 1962 and 1964, 508 new elementary schools were built but this effort could not meet the natural increase in the number of school-age children.

With respect to the shortage of teachers and to teacher quality, in 1962 the normal school system (high school level) was abolished and junior teachers' colleges were established. In 1964 there were 12 such colleges with a total of 4,080 students.

Figures for teachers who have received in-service training are as follows:

1962	10,020	1964	3,530
1963	4,430	1965	2,500

Table 5 and 6 give figure for graduates of compulsory education who pass on to higher schooling.

Table 5. Primary graduates going on the middle school

Year	No. of graduates(A)	No. of student going to M.S.(B)	B/A
1955	354,802	175,239	47.09
1956	319,901	145,120	45.36
1957	336,239	151,693	45.11
1958	360,874	157,915	43.66
1959	412,943	180,725	44.73
1960	551,896	219,296	39.73
1961	553,128	225,670	40.83
1962	474,085	224,277	47.31
1963	510,918	233,771	45.76
1964	617,554	335,439	54.30

Table 6. School dropouts 1964

	Graduates	Proceed to higher school		School dropouts	
		Number	%	Number	%
Primary school	617,554	335,439	54.3	282,115	45.7
Middle school	189,726	131,119	69.1	58,607	30.9
High school	115,776	37,378	32.3	78,398	67.7

Moving on to secondary education, currently there is a 10 year plan which emphasis qualitative rather than quantitative improvements, as well as the importance of vocational education.

One important aspect of Korean education today is Adult Education which is aimed at giving skills to those who were forced to discontinue their schooling early in life. By 1966 it is planned to have two or three special schools in each province for the instruction in various skills. UNICEF and other agencies are helping in this task.

With respect to illiteracy (over the age of twelve), the rate was as high as 78 percent in 1945 but by 1962 the figure had plummeted to 11 percent. Teachers and students who have offered their vacations to teach the illiterate have been the major factor in this improvement.

Another aspect of Adult Education is the Micro-Library Movement. It is planned to eventually have at least one such library in each of rural Korea's 44,000 administrative units. There are now 3,532 micro-libraries and there will be 3,000 more by the end of 1966. The Asia Foundation assists in this work. Books are selected so as to assist the readers to improve their work and living standards.

In conclusion, the operation and expansion of Higher Education is currently being left to higher educational foundations because of the great demands put on the government by compulsory education.

About 32 percent of high school graduates pass on to college or university. Figures for college and university enrollment in comparison to the population in the corresponding age group are as follows:

1953	48,000	enrollments	3.1 %
1961	142,000	"	7.9 %
1963	163,000	"	7.0 %

****

3. APPROACHES MADE TO DEAL WITH THESE PROBLEMS FROM OVERALL ECONOMIC ASPECTS.

by Sang Keun Chun, Director of the Technical Development Bureau, the Economic Planning Board

Since the Korean War of 1950 - 53, a war which devastated this peninsula, the economic development of south Korea can be divided into three periods:

1954 - 57, Rehabilitation and Growth, during which period the economic growth rate was an annual 5.2 percent;

1958 - 61, Stabilization, during which the GNP grew by an annual average of 4.3 percent; and

1962 - present, Accelerated Progress, with an annual GNP growth of 5.7 percent.

Assistance from various foreign agencies, as well as the efforts of the Korean people themselves, has been responsible for this rise from the rubble of war.

Progress

Exports

Korea's exports in 1957 totaled $22 million of which primary products constituted the most. In 1965 exports will total $170 million of which most will be constituted by manufactured products.

Power

The electric power output in 1956 totaled 200,000 KW whereas in 1965 totaled 800,000 KW.

Cement

In 1956 Korea produced almost no cement where in 1965 it will produce about 1,300,000 M/T much of which is available for export.

Future

Future prospects for Korea are very bright not discouraging. Although she lacks natural resources and limited productive land she has excellent manpower with respect to which she is a semi-developed country.

In view of decreasing aid grants Korea must have a self-sufficient economy within the next few years. This will be possible with increased national savings and continued foreign investment.

Problems

(1) Price stabilization: in 1965 inflation will be 10 percent but it is planned to decrease this to 8 percent in 1966. Government efforts

are being concentrated on stabilizing the economy so as to encourage popular saving.

(2) Interest rates: at present the rate is 15 percent p.a. for Bank loans but private rates run as high as 60 percent p.a. The recently enforced floating foreign exchange rate and increase in interest rate will encourage the will to save.

(3) Foreign investment: Korea must have the facilities in order to progress. She has the labor but lacks equipment so she can exchange with developed countries which have the capital but lack sufficient manpower.

For instance, Korea's plans to be self-sufficient in fertilizer by 1967 will require investment.

But if there is to be a better economy then there must be better education.

Investment in most developing countries constitutes 5 percent of the GNP but in Korea it constitutes 7.2 percent(1962) of the GNP. Korea has an abundance of manpower but its problem is how to give that manpower the skills necessary to make it truly productive.

First the present 2.9 percent annual increase in the population must be curtailed. The Economic Development Plan initiated in 1962 places emphasis on skilled manpower — in 1961 there were 300,000 engineers, technicians and craftsmen who were employed in technical works, but qualified workers are needed and by 1966 that number of

truly skilled workers are projected. Of the about 35,000 graduates of technical vocational schools only 25 percent are employed. Technicians lack sound training and experience and many engineers have theory only.

Therefore, education must place accent on quality — it must be modernized. This will require greater investment.

1) Teachers must be taught the practical application of the theory they have.
2) a. A technical training section must be established in each factory.
   b. The office of labor must be entrusted with technical training.

It is the duty of the government now to draw up a comprehensive manpower plan and then revise the education system to fit the requirements of that plan — even changing the social system if necessary.

A manpower plan is every bit as important as an education plan and must precede the latter. On the manpower plan must be based required educational investment and the construction of suitable facilities. Education development truly depends on a sound manpower plan.

With regard to Technical Assistance, from 1950 to 1964 about 3,400 Koreans have been trained overseas and $82 million in equipment and know-how has been provided.

III. SUMMARY REPORT OF GROUP DISCUSSION

1. FIRST GROUP

Chairman: Ki Hyung Oh, Professor,
Yonsei University

Reporter: Yung Dug Lee, Professor,
Seoul National University

. Subject: Problems Facing Korean Education

. Problems discussed:

1) Entrance examination system

2) Quality vs. quantity

3) Student activities and citizenship education

1) Entrance examination system:

(1) The nature of the problem:

The system of entrance examination influences lower school education and the present system is not sound with respect to developing a desirable system of lower education. Discussions were focused on the problem of transition from elementary to middle school.

(2) Why is the problem so serious?

Because of competitive elements

Because of the lack of good test items

Because of the struggle to get into "top schools"

Because of the conventional concept of good education
(tradition, name value rather than a sound education)

(3) How to resolve the problem?

Sounder test items

Utilizing achievement tests or aptitude tests

Equalizing middle schools by changing their names

Random selection

Good management of school districts

Changing the public attitude or breaking traditional attitudes toward liberal and vocational schools

(4) It is proposed that local boards of education, since they will (from 1966 onward) conduct entrance examinations, be guided by the Ministry of Education or by some agency (council) concerning results of the examinations after their use in 1966. Thus, comparable data between the different local boards should be provided to the agency (council) or to the Ministry for the sole purpose of research and improvement of test items. Only by research can examinations be improved and justice provided for all applicants.

2) Quantity vs. quality:

(1) Elementary education:

In order to provide equality of opportunity between rural and city schools, and to raise the quality of education, attempts should be made from the lowest level of education, that is, primary education.

It is observed that there is a serious problem arising from the lack of educational resources to meet the needs of compulsory

education as indicated by multiple shifts.

It is proposed that experimentation with new methods of instruction, utilizing modern educational aids such as team teaching, programmed instruction, and audio-visual aids etc., be encouraged.

(2) Secondary education:

Discussion was focused on the problem of raising the quality of vocational training.

Following needs were cited:

Assurance of job opportunities

Facilitation of school-industry exchanges of facilities and personnel

Employment based on occupational ability rather than on "who knows who"

Manual work in liberal high schools

Raising morale of teachers in vocational high schools

Setting up some organization for the placement of graduates

Need for changes in curriculum corresponding to employment suitable to the present stage of socio-economic development

It is proposed that efforts be made to study changes in curriculum and to improve the placement of graduates in suitable employment.

(3) Higher education:

The high number of credits required for graduation and the large number of courses per day hinder student concentration in

learning. Additional student school activities and work such as tutoring make the situation worse.

Also related to causing low quality is the low salary for professors which necessitates moonlighting with a heavy load of courses at various institutions. This in turn limits their contact with students and curtails teaching methods involving written assignments, periodic examinations, etc. Lack of flexibility in changing specialization after entrance was cited as a factor limiting the sound development of students.

Based on the above observations, it is proposed:

a. That the number of credits for graduation be reduced from 160 to 140 or less; and that attention be paid to improve the service of professors. Large classes of students in a course should be divided into two or more sections so as to improve quality and retain the same number of current faculty members while credits are reduced.

b. That flexibility in the student changing of departments after entrance be increased especially during the first two years.

3) Student activities and citizenship

Guidance is a state of mind or a point of view, rather than a specific service. It enhances educational programming by providing assistance to students and faculty in such areas as articu-

lation, admission, orientation, academic advising, housing, food services, health services, discipline, extra curricular activities, counseling, testing, student employment and placement in employment after graduation.

Such guidance helps students become more efficient as students and as citizens.

It is observed that there is an acute need for citizenship education and guidance in student activities, but current social order and students' emotional tensions inhibit them from an intellectual approach to social and political problems and issues.

It is emphasized that students should be respected regardless of their youth and inexperience.

It is proposed that university students be allowed to develop open discussions on social and political matters as befits the dignity of universities.

4) General recommendation:

It is proposed that further attempts be made to have all sectors of society take an active interest in the problems facing education. Such attempts may take the form of semi-annual or annual conferences.

2. SECOND GROUP

Chairman: Bom Mo Chung, Professor,
Seoul National University

Reporter: Ran Soo Kim, Professor,
Yonsei University

- Subject: Korean Education and Assistance Program
- Problems discussed:
  1) Entrance examination
  2) Joint research between local education authorities and various agencies in Korea
  3) Emphasis on technical education and the position of liberal education
  4) Citizenship education project

1) Entrance examinations:

It was concluded that this system will be difficult to do away with due to the shortage of classrooms, facilities and teachers and because of the different degrees of prestige with relation to schools.

It was also stated that in order to get the best brains into higher education this system will be hard to replace and that overall it is a fair system.

The evils of the system were listed as:

(1) Education in lower grades is geared to entrance to higher schools;

(2) Teachers concentrating more on special tuition in order to earn a little extra money; and

(3) Vested interests capitalizing on the necessary cramming for entrance examinations with the publication of "Special" but expensive books and the operation of institutions for tuition.

Because there is lack of confidence between schools reliance on performance in school — as indicated by course grades — rather than examination to determine admission to the next higher school.

It was suggested that instead of the government or each individual school completely controlling the acceptance of students that both public and private schools set up a self-controlling body to control the entrance of students to various schools.

Participants strongly felt the need for sound counseling and guidance not only for students, as to which school they should enter and what courses they should take, but also for parents who push children in directions for which they lack the ability.

In this field it was felt that various foreign agencies could exert great influence.

It was also stated that more could be done about the standardization of schools, particularly of grade schools.

2) Joint research:

In this respect it was considered that foreign as well as Korean institutions would benefit mutually if more concrete steps were taken to realize mutual research activities and also if more planning were emphasized to develop fields of research and then to act in mutual accord.

It was felt that in the past much mutual research has been ineffective because of poor planning and lack of a positive goal at which to aim. Assistance and advice has been ignored or pigeon-holed, and this must be corrected.

In this field, foreign agencies can assist by identifying suitable institutions for mutual research; in long-range planning for research; in the mutual exchange of scholars; and in the exchange of materials.

It was felt that young, energetic scholars are presently overburdened with teaching and thus are unable to take an active part in research. Ways should be found to afford scholars with time to do so.

3) Technical versus liberal education

Participants felt that overemphasis can easily be placed on technical education to the detriment of a sound liberal education. A liberal education must not be neglected.

With respect to technical education it was asked who should be responsible the government? industry? private institutions?

It was pointed out that vocational education should be conducted in regular education system, and that the available teachers be given opportunities to improve their teaching methods and shop skills. They have the theory but they are unable to pass on the practical aspects to their students.

On the other hand, it was considered that vocational training must be left to the Office of Labor Affairs and industry itself.

In respect to technical education, the counseling of students was again emphasized. The acceptance of skilled labor in a traditional society is a psychological problem, and it must be tackled by all available means. It was suggested the mass media be used to educate the people in the dignity of skilled labor.

The participants called for deep consideration of the philosophy of vocation.

4) Citizenship Education Project (CEP):

The participatants emphasized the urgent need for a sound, well-planned CEP program. The main task for CEP is to bring about a marriage between traditional (family) concepts and the new (social) concepts so as to promote the principles of true democracy. Adults must be educated in democratic principles now - the nation cannot wait for the younger generation to grow up.

The USIS has been active in this field and other agencies are requested to assist in every way possible in conjunction with their own projects.

It was felt that there is the immediate need for training in democratic leadership with emphasis on responsibility to self, to one's fellows and to one's country.

In summing up Group 2 Discussions at the final session of the Seminar, the Chairman stated the main recommendation that could be made was that this seminar be considered as a "spring-board" to further seminars to be held annually or even semi-annually. It was felt that the participants had only been able to begin to think deeply about education problems and that they were not yet prepared to draw sound conclusions on which to base recommendations.

The Chairman, however, drew up the following eight suggestions, rather than recommendations, from the discussions of Group 2;

(1) The need for counseling and guidance of not only students but also parents;

(2) Programs for the training of students who drop out of school before they enter higher grades;

(3) Basic means to make joint research effective;

(4) Exchange of research personnel;

(5) Exchange of research materials;

(6) Study the philosophy of vocational education and to put it into effect;

(7) The establishment of community schools for CEP; and

(8) Inculcation of the spirit of nation-building through individual and corporate responsibility.

IV. RECOMMENDATIONS

General discussions, following the group discussions, were carried out under chairmanship of Dr. Hyun Ki Paik and the following recommendations were presented on the basis of suggestions made at the group discussions.

1. It is recommended that this seminar be considered as a "springboard" to further seminars to be held semi-annually. Subsequently, it is also recommended that a Coordinating Committee, with quarterly meetings or at least semi-annual meetings, be convened not only for the exchange of data on programmes and assistance, present and planned, but also for discussions on a predetermined subject.

2. It is recommended that local Boards of Education be encouraged to study further the problems arising from the entrance examination system and that some agency (council) be formed to coordinate and support their studies and promote cooperation between local boards and the Ministry of Education.

3. It is recommended that guidance and counseling be promoted not only for students, as to which school they should enter and what courses they should take, but also for parents, who push their children in directions for which they lack the ability.

4. It is recommended that experiments in new methods of instruction, utilizing modern educational aids such as team teaching, programmed instruction, and audio-visual aids etc., be encouraged.

5. It is recommended that efforts be made to study changes in the curriculum of secondary education and to improve the placement of graduates in suitable jobs. A sound liberal education must not be neglected.

6. It is recommended that efforts be made to educate the people in the dignity of skilled labor by clarifying, interpreting and publicizing the philosophy of vocational education, and its critical role in modern society. In addition, it is also recommended that a Vocational Training Law be enacted at an early date in order to promote the vocational training of laborers.

7. It is recommended that special attention be devoted to the development of the program on the technical and vocational terminal education and to those who are not planning to going on to high school and/or college. This is a positive approach to the problems of drop out of school.

8. It is recommended that an attempt be made to develop joint research projects between foreign and Korean institutions on subjects of mutual interest and such an attempt also concern itself with the exchange of scholars and research materials.

9. It is recommended that efforts be made to the adjustment of the number of credits for graduation from university, increasement of educational facilities, enrichment of learning and improvement of service of professors.

10. It is recommended that flexibility with respect to changing courses after entrance to university be increased especially during the first two years.

11. It is recommended that the citizenship education program be conducted in community schools so as to achieve the democratic development of communities and that students be allowed to conduct open discussions on social and political matters as befits the dignity of universities.

A P P E N D I X

I. ASSISTANCE PROGRAM FOR EDUCATION CONDUCTED BY FOREIGN AGENCIES IN KOREA

1. Armed Forces Assistance to Korea (AFAK)

1) Date of the foundation of office in Korea: November 1953

2) Range of the projects:

Socio-economic improvement through grass-roots projects sponsored jointly by US Forces units and the Korean community. Projects are relatively small and, are represented in many fields, including education, health, public safety, irrigation and reclamation.

3) Achievement of the assistance program

(1) Construction project (1954 - 1965)

Type of project	Completed	Total amount of labor, equipment, materials and donations
Schools	2,626	$48,618,307
Churches	250	1,837,357
Public Welfare	462	4,356,599
Bridges	121	1,181,291
Public Health Facilities	367	6,751,385
Civic Buildings	434	7,138,362
Public Utilities	153	1,452,289
Latrines	2	27,610
Reclamation	53	629,005
Flood Control	11	130,154
Highways	55	868,817
Pusan Fire (1965-1955)	813	4,841,199
CONSTRUCTION TOTAL	5,347	77,732,375
Medical (U.S.)		8,236,834
Voluntary Donations		3,200,008

(2) Medical and hospital assistance (March 1965 - June 1965)

a) Type of service	ROK Army	ROK Civilian	Total
(a) Out-patient	3,067	9,237	12,304
(b) Patient-days hospitalization	301	6,537	6,838
b) Estimated value of the medical service			
(a) Out-patient treatment	$5,637	$17,177	$22,814
(b) Hospitalization	$12,642	$199,557	$212,199
Total	$18,279	$216,734	$235,013

Total value medical assistance for quarter. . . $235,013

(3) Voluntary donations (During 4th Qtr FY 65)

Activities	4th Qtr FY65	Total FY65	Total to Date
a) Public Welfare	$128,253.37	$442,883.24	$2,305,771.37
b) Public Health	4,490.18	20,373.73	310,425.33
c) Education	2,175.55	11,473.71	187,147.96
d) Religion	1,485.18	17,662.77	396,663.17
Total	$136,404.28	$429,393.45	$3,200,008.83

(4) Excess property program (During 4th Qtr 65)

This program included 13,401 pounds of boots and shoes; 14,025 sleeping bags; 28 tons of mixed clothing; almost ten tons of blankets; 20 tons of scrap metal; 7 tons of mattresses; 16,070 steel beds; 4 tons of canvas and 42 tons of scrap lumber.

2. British Embassy in Korea

1) Achievement of the assistance program

(1) Technical assistance to Korea under the aegis of the colombo plan.

(2) Grant of a certain number of scholarships in Britain for Korean students.

3. Cooperative for American Relief Everywhere, Inc. (CARE)

1) Achievement of the assistance program

CARE's role in the development of education as a vital resource in Korea has mainly been in the administration of the nationwide school feeding program that brings a hot noontime meal to 1.9 million children in the 5,350 public primary schools in Korea. During the last fiscal year CARE imported more than 42 million pounds of U.S. Food For Peace PL 480 Title III cornmeal, flour, and milk powder to provide the ingredients for this mass feeding program. Total value of this commodity is more than US $2.5 million.

CARE has also distributed a total of 13,684 school kit packages to various needy primary school students throughout the country during the last year in an effort to provide them with the basic materials needed to effectively use their schooling.

In other areas, CARE has supplied vocational training equipment to various welfare institutions and public vocational schools to provide the young students with the basic rudiments that will secure employment for them after graduation as a craftsmen in the field of their choice. Since 1960 this assistance has totaled $43,940.

4. Jesuit Fathers in Korea

1) Date of the foundation of branch office in Korea: August, 1955

2) Range of the projects:

In general our main work in Korea is the operation of Sogang Jesuit College. Several men are also involved in the operation of Daegun Taesin Hakkyo in Kwang-ju.

3) Achievement of the major assistance program

The type of form given here is not suited to the type of educational work in which we are engaged in Korea. Our entire program is the operation, mainly of Sogang Jesuit College.

Area: College Education

Grantee: Sogang Jesuit College

Amount of Grant: Over one and one-half million dollars between 1955 and 1964. This covers the cost of property, buildings, and the operation of Sogang Jesuit College for six years. To the above figure

should be added the contributed services of the Jesuit Fathers who receive no pay or compensation for their services.

4) Achievement of the assistance program during 1964-1965

During the above mentioned figure or time about $125,000.00 was contributed to the operation of Sogang College by sources outside of Korea. Most of this was actual money transferred to Korea for the operation of the College. However, it included about $20,000.00 in donated Science Equipment and $15,000.00 in donated Library books.

5) Assistance program under the plan

Title of project: University Education

Grantee of Assistance: Sogang Jesuit College

Amount of the grant fund: @ $110,000.00

Years: Yearly

Note: In addition to the above annual grant for operating expenses we will obtain funds for expansion purposes; e.g. $1,000,000.00 for a new science building in the next two years.

6) Amount of grant funds by fiscal year

FY 1955	$114,000.00	FY 1961	$135,000.00
1956	90,000.00	1962	338,000.00
1957	160,000.00	1963	116,000.00
1958	146,000.00	1964	116,000.00
1959	300,000.00	1965	120,000.00
1960	85,000.00	Total	$1,456,000.00

2

7) Other areas of Korean education urgently required for foreign assistance.

I believe that assistance from outside of Korea is needed to subsidize the salaries of College and University Professors. The students cannot afford to pay in tuition the amount of fees that is necessary to support a college professor so that he does not have to teach in several different institutions in order to make enough money to support his family at a decent level.

5. The American-Korean Foundation

1) Date of the foundation of branch office in Korea: Approved by the Supreme Court of the State of New York, Aug. 18, 1952, and began the operation in Korean from early part of 1953.

2) Range of the projects:

Agriculture

Housing Program

Education

Health

Welfare

3) Achievement of the major assistance program

Title of program	Amount of the grant fund ($)	Years (from - to -)
Yonhi Refugee School	$5,000	1962 - present
Kae Myong Civic School	3,700	1962 - present

Title of program	Amount of the grant fund ($)	Years (from - to -)
Breen Technical School	$37,600	1962 - present
Development of Musical Education in Korea	16,350	1953 - present
Student Transportation Program	46,730	1954 - present
Chung Ang University	98,000	1955 - present
Living Memorial	64,600	1955 - present
4-H Member Scholarship Assistance	9,500	1961 - present
Seoul Women's University	2,200	1961 - present
School Affiliation Program	2,100	1962 - present
Choong Chung National University	1,200	1962 - present
Yuhan Vocational High School	3,150	1964 - present
Inha Institute of Technology	800	1964 - present

4) Achievement of the assistance program during 1964-1965

Yonhi Refugee School, Yonhi-Dong, Sudaemoon-ku, Seoul

In April, electric lighting was installed at the school for the first time. Purchased 21,888 sq. ft. of additional ground to build more permanent type structures, and to provide play ground at the cost of $2,000.-

$150.0 was spent for the purchase of additional books and general support.

Kae Myong Civic School, Samyang-dong, Seoul

$530.- was expended for purchase and installation (labor) of corrugated asbestos cement panels for 90 pyong of roof on the two-

room school building. $120.- was spent for lumber to install bridging, ridge combs and rafters for the building. $250.- for books.

Breen Technial School, Dongnae-ku, Pusan

During FY 65, this school made tremendous strides toward attaining the objectives of meeting the city Education Boards standards for a technical schools. A cement block building was built to house the Woodworking Dept. It is significant that 27 boys and 123 girls are now employed by the Gold Star - the largest manufacturer of various electronic equipt. It is anticipated that there will be 580 students by the end of next FY year.

Living Memorial

$700.- Entrance Fees were paid by AKF for 23 boys and girls, three of whom entered colleges and the remaining 20 middle and high schools.

Seoul Women's College

$40.- was spent for purchase of used earth block machine for use in Rural Development classes.

** $2,427.- for supplementary pay to three instructors, 1 clerk and 1 driver at the National Social Workers Training Institute augmenting inadequate government pay as a means of obtaining qualified personnel.

** $650.- grant was made to Ministry of Education for the purpose of conducting a survey by the Nursing Education Council in order to improve 29 Korean schools of nursing.

** $700.- to Korean Nurses Ass'n for support of their educational program.

** $1,700.- augmenting the salary of an American Administrator/ Instructor for Korean Vocational High School (Yuhan).

** $10,500.- was spent for the activity of the Education Counseling Center of the American-Korean Foundation Administering: English Proficiency Tests for Korean students going U.S. for study, Educational Counseling visits, educational library visits, correspondence with U.S. schools and individuals, and arrangements of students' travel grantees.

** $200.- to School Affiliation Project for enabling them to maintain a uniquely successful program of arranging for sisterhood affiliations for Korean schools to establish communications channels with counterparts in foreign parts.

6. <u>The Asia Foundation</u>

1) Date of the foundation of branch office in Korea: 1954

2) Range of the projects:

Education, English Language, Economic, Labor, Social Science Research, Law and Government, Youth & Student, Communications,

World Affairs, and Intellectuals & Culture.

3) Achievement of the major assistance program

Objective category	Amount	Years
Education	$257,274	1954-65
English Language	203,443	1954-65
Economics	117,375	1960-65
Labor	19,632	1960-65
Social Sciences and Research	364,207	1954-65
Law and Government	189,513	1959-65
Science and Technology	38,656	1960-64
Military	6,800	1960-62
Civic and Community	57,536	1954-63
Youth and Students	195,474	1954-65
Communications	150,448	1954-65
World Affairs	247,212	1954-65
International Exchange	70,383	1954-61
Intellectuals and Culture	196,550	1954-65
Development	52,794	1954-65
Total	$2,167,297	

4) Achievement of the assistance program during 1964-1965

Work with the Joint ROK-US Science Education Council has brought us into close contact with the Science Education Section of the Ministry of Education and given the importance that the Government has been fit to place on science and technology in the development of the country.

Informal education coordination committee consists of representatives of various aid agencies, USIS, the Embassy, and American faculty members of both Yonsei University and Sogang College. The project in its present form is too amorphous to determine whether it will produce the kind of basic information necessary for the establishment of meaningful goals and the development of sound planning in education.

Several grants were made in an effort to encourage and sustain a rapidly developing interest in science education pending the institution of a pilot project in the teaching of the PSSC physics course in the three four-year teacher training colleges.

The area of the most significant opportunities in terms of the Foundation's impact in this important field is in university administration. The submission of the proposal for a short-term advisor to work directly with President Shin Tai-Whan at Seoul National University is a significant accomplishment in this regard.

Efforts with the Korean Library Association for the training of teacher-librarians in the secondary schools has proved successful and has attracted the attention of the Ministry of Education. In a similar vein, discussions have been held with the KLA leadership and the Micro-Library Association people on adult education centered around rural libraries, and a pilot project may be started in the county of Kangjin where the very successful cultural center and library are located.

5) Assistance program under the plan

Title of project	Grantee of Assistance	Amount of the grant fund	Years (from - to -)
Student Guidance & Counseling Program	Seoul National University	$7,000	1966-
Korean Language Research	Ministry of Education	$3,000	1966-
Programmed Instruction, Team Teaching	Korean Social Science Education Institute	$1,500	1966-
Science Education	Ministry of Education	$1,000	1966-
	Korean Science Education Association	$6,000	1966
KFEA	KFEA	$3,000	1966
University Administration Student Union	Seoul National University		
	Korea University	$5,600	1966

6) Amount of grant funds by fiscal year

FY 1955	$ 92,234	FY 1961	$197,822
1956	183,411	1962	201,171
1957	198,478	1963	311,959
1958	185,913	1964	288,113
1959	175,164	1965	308,764
1960	151,332	Total	$2,294,361

7. The Korean National Commission for Unesco

1) Date of the foundation of branch office in Korea: 30 January 1954

2) Range of the projects:

The Korean National Commission for Unesco is a national organization entrusted with the implementation of various educa-

tional programmes of Unesco Headquarter's, whose broad range is listed below.

(1) International co-operation for the study and general advancement of education.

a) Co-operation with international organizations.

b) Education clearing house and advisory services.

(2) Priority fields of international action.

a) Overall educational planning and administration.

b) Construction of educational buildings.

c) Teaching staff.

d) Reform of curricula and teaching methods: Science and modern languages.

e) Higher education for adults.

f) Continuing education for adults.

g) Adult literacy.

h) Youth activities.

i) Equality of educational opportunity and education for international understanding.

(3) Regional programmes for educational development in Asia.

(4) Technical assistance and special fund projects in education.

However, this Commission undertake various educational projects in Korea, in close cooperation and coordination with Unesco Headquarters, governmental agencies, and various educational ins-

titutions and individuals concerned, in accordance with the international programmes listed above, and taking into full consideration of specific needs and circumstances in Korea.

3) Achievement of the major assistance program.

Title of program	Grantee of Assistance	Amount of the Grant Fund	Years
A textbook printing plant for Korean National Textbook Publishing Co.	Unesco/UNKRA	$100,000	1951
Participation in international conferences, seminars and fellowships	Unesco	$350,749*	1954-64
Establishment of the Foreign Language Institute and Korean Fundamental Education Center	Unesco	$524,175	1954-56
Unesco/UNKRA Educational Survey Mission	Unesco	$ 34,000	1952
Gift Coupons	Unesco	$115,489	1954-64
Various books as gift to libraries	Unesco	$ 56,180*	1954-64
Unesco publications as gift	Unesco	$ 44,350*	1954-64
Establishment of Vocational Training Center at Inha Institute of Technology	Unesco/UNKRA	$500,000	1961-63
Financial assistance in various Unesco activities	Unesco	$ 35,000**	1954-64
	Total	$1,760,443	

Remarks:

1. * indicates the amount estimated.

2. ** includes all direct financial assistance given in the imple-

mentation of various Unesco activities in education, science and culture. For example, it includes, such assistance as:

(1) $5,000 for the national training course for an experimental literacy campaign and production of reading materials in Che-ju province, in 1963-64.

(2) $8,000 for the organization of in-service training course for primary school principals at the Institute for the Study on Educational Administration, Seoul National University, in 1962-63.

(3) $2,500 for the organization of a national seminar in education for international understanding, related to Unesco's Associated Schools Project, in 1961-62.

4) Achievement of the assistance prbgram during 1964-65.

(1) Participation in international conferences, seminars, and fellowships ($63,182*).

(2) National training course for literacy campaign and the production of reading materials in Che-ju province ($5,000).

(3) Publication of "The Universal Declaration of Human Rights, a Guide for Teachers" ($1,000).

(4) Organization of a national seminar in education for international understanding, related to Unesco's associated

Schools Project ($2,500).

(5) Gift coupons to Hyup-sung Higher Civic School ($1,530).

* includes all such participation not only in education but also in science and culture.

5) Assistance program under the plan.

Title of project	Grantee of Assistance	Amount of the Grant Fund	Years
(1) Organization of a national seminar of foreign language teachers and research personnel	Unesco	$5,000	1965-66

(2) Several other our requests for financial assistance submitted to Unesco Headquarters are now under consideration for final decision.

8. The United States Educational Commission in Korea

1) Date of the foundation of branch office in Korea: September 28, 1960

2) Achievement of the assistance program (September 1963 - July 1964)

(1) Korean grantees:

The following Korean were sent to the United States under the Fulbright program:

Research scholar	1
Full grantee	9

Travel only grantee	20
Specialist (120 days study and observation)	3
Teacher development program	6

(2) American grantee

The following American lecturers and students were brought to Korea in the academic year, 1963-64;

Lecturers	11
Student	2

9. United Nations Childrens' Fund (UNICEF)

1) Date of the foundation of branch office in Korea:

Originally 1949

Re-opened October 1963

2) Range of the projects:

UNICEF has provided no assistance program to education in Korea so far. All projects at the moment are in Health. Possible projects in education are under consideration.

3) Possible projects in Education, under consideration with Korean Government.

(1) Assistance to Science Education in Middle and High Schools.

(2) Assistance to Pre-vocational Education.

(3) Assistance to Vocational Education, in co-ordination with other assisting Agencies.

(4) Assistance to School Health Services, and to Training of Teachers in Health, Hygiene and Nutrition.

(5) Assistance to Improvement of School Water Supply and Sanitation.

(6) Assistance to School Nutrition Education Programme, combined with existing school meal programme assisted by another Agency.

NOTE: -- a) No estimates of project costs available.

b) Item 4 would involve Health Ministry, also/item 5.

c) Technical advice from UNESCO and ILO would be necessary with programmes 1, 2, 3; WHO with items 4 and 5; FAO with item 6.

4) Other areas of Korean education urgently required for foreign assistance.

I would estimate, from my various discussions, that the following deserve close attention over the next twenty years;-

(1) Pre-vocational education, for <u>both</u> boys and girls, especially for "early school leavers".

(2) Much improved training in the principles of science, including physics, chemistry, electricity, health and hygiene, nutrition.

(3) Some concentrated attention to civics, with perhaps special attention--and interesting practical demonstrations--in traffic behavior and "Safety First" as practised in many countries.

(4) Expanded vocational training, with practical apprenticeship arrangements, and adequate apprenticeship laws. Dare I suggest some concentration on training in routine repair and maintenance of machinery, equipment and automotive transport?

In general, some improvement of inter-Ministry and inter-agency co-operation and co-ordination in the education field would be welcome.

Should we consider a technical co-ordination committee for education such as the Public Health Co-ordinating Committee?

10. <u>United Nations Technical Assistance Board</u>

1) Range of the projects

(1) Science Teaching - fellowships

(2) Assistance to the Korean Scientific and Technical Information Centre.

(3) Establishment of an assistance to Technical Training Centre at Inha Institute.

2) Achievement of the major assistance program

Area	Grantee of assistance	Amount of the grant fund ($)	Years (from - to -)
Science & Technology Teaching	Seoul College of Engineering	91,200	1965-66
Documentation	Korean Scientific & Technical Information Centre (KORSTIC)	97,000	1963-65
Vocational Training	Technicians Training Centre at Inha Institute	500,000	1963-66

3) Achievement of the assistance program during 1964-65

(1) Fellowships for upgrading the qualifications of the professors of the Seoul National College of Engineering.

(2) Establishment of a Technician's Training Centre at Inha Institute of Technology. Equipment valued at $350,000 was provided to set up workshops in the field of Electrical Engineering, Building Construction and Machine Shop Practice. Assistance was also given by 3 experts in all the above mentioned fields as well as fellowships awarded to key personnel of the Institute to study abroad systems of operating the various departments.

(3) An expert was assigned for one year to assist in the development of the Korean Scientific and Technical Information Centre (KORSTIC). Seven fellowships were awarded to key

personnel of the Centre in the various fields of activities and $54,000 has been allotted for the purchase of reproduction and other equipment necessary for large scale operations of the Centre.

4) Assistance program under the plan

Title of project	Grantee of assistance	Amount of the grant fund	Years (from - to -)
Fellowships:			
Architecture Mining Engineering Metallurgy Nuclear Engineering Electrical Engineering Electrics Mechanical Engineering Physics Chemical Engineering Physics Chemical Engineering Civil Engineering Naval Architecture Textile Engineering Mathematics Chemistry Machine Design	Seoul College of Engineering	$91,200	1965-66
Inha Institute of Technology	Mentioned previously		

11. United States Informations Service

1) Achievement of the major assistance program

The principal programs of educational development conducted by USIS, Korea have been in the field of Citizenship Education

programs in English teaching and the conduct of lectures and seminars on educational subjects. In addition a program of book translations has served to fulfil a need for textbooks in the Korean school system.

It is impractical to compile a listing of individual projects which have been undertaken by USIS since its foundation in Korea because many of them, though educational in nature, have not been directed exclusively to the development of education in Korea.

Since 1962, in cooperation with the Central Education Research Institute and the Korean Federation of Education Association, USIS has supported the CEP by making available funds for seminars, lectures, workshops, publications and mailing costs, grants to study or observe CEP in the United States. The total expenditure on this project to September 1965 has been approximately $28,931.00.

12. United States Operations Mission to Korea

1) Date of the foundation of branch office in Korea: 1954

2) Range of the projects:

(1) University of Minnesota-Seoul National University Contract 1954-1962, to rebuild and rehabilitate war damaged buildings, raise the level of teaching, research and service to the nation and assist professors to study abroad. (Emphasis was

put on Colleges of Engineering, Agriculture and Medicine.)

(2) Peabody Contract, 1956-1962, to improve the program for training teachers and improve facilities and equipment in teacher training institutions.

(3) Merchant Marine Academy, 1957-1962 to up grade to ROK Merchant Marine Academy to equal international standard.

(4) English Language Service Contract, 1961-1962, to equip the Language Laboratory and train the teaching staff, at SNU.

(5) Classroom construction project to construct classrooms and develop model plans and working drawings.

(6) Vocational education project, 1956-present to rehabilitate war - damaged vocational schools, assist MOE to develop effective vocational high schools to train skilled manpower, develop methods for training teachers, and supervisors for vocational schools and assist the schools and industry in developing closer working relationships.

3) Achievement of the major assistance program

Area	Amount of the grant fund ($)	Years (from - to -)
Higher Education (Minnesota contract)	$8,055,338.56 ₩381,933,400	FY 54-61
Improvement of Teacher Training (Peabody contract)	$3,801,845.75 ₩248,135,000	FY 56-61

Merchant Marine Academy	$ 202,110.54 ₩ 13,365,000	FY 56-60
Classroom Construction	$2,256,052.78 ₩1,810,927,500	FY 56-62
Vocational Education	$3,661,714.45 ₩ 713,598,300	FY 56-65

(Include Economic Develop
Special Account since FY 63)

4) Achievement of the assistance program during 1964-1965

Two Vocational Education Teacher Training Projects, one at SNU College of Engineering and an other at SNU College of Agriculture, approximately 85 percent completed as regards housing equipment, faculty, program, student enrollment etc. Approximately one million dollars worth of equipment ordered, received and installed in 22 different Vocational High Schools and the two new Teacher Training Departments. Over 200 shop teachers given a minimum of 12 weeks of actual experience in their respective skills.

Two staff members of Vocational Teacher Training Departments at SNU were sent to United States to receive 12 month training, and one participants from College of Education to study science education.

In FY 65 program, 4 participants will be sent to U.S. for 12 month training. Two for Vocational Teacher Training and two for science education.

5) Assistance program under the plan

See data in item 3

6) Amount of grant funds by fiscal year

Year	Amount of grant funds	
	$	₩
1954	746,404.11	
1955	526,414.62	56,011.0
1956	4,640,398.66	122,974.9
1957	4,344,038.17	119,515.9
1958	2,953,286.78	319,607.9
1959	1,868,908.69	236,277.1
1960	1,439,820.88	137,315.8
1961	410,560.84	6,475.0
1962	106,172.29	1,736,800.0
1963	678,587.56	200,000.0 (EDSA)
1964	158,161.17	131,470.0 (EDSA)
1965	82,131.31	101,511.6 (EDSA)

13. <u>World Division of the Board of Missions of the Methodist Church</u>

1) Achievement of the assistance program

The following institutions received in the past and are now receiving something in the way of subsidy from this agency.

Ehwa Girls' High and Middle School, Seoul, Korea

Pai Wha High and Middle School, Seoul

Pai Jai High and Middle School, Seoul

Mae Hyang Girls' Technical Middle & High School, Suwon

Hoston Girls' High and Middle School, Taejon

Kindergarten Training College, Taejon

Yong Wha Girls' School, Seoul

Yechon Yang Chong Girls' School, Yechon

Kwang Sung Boys' High School, Seoul

Suwon East Boys' High School, Suwon

Kongju Young Myung Boys' High School, Kongju

Sam Wha School, On Yang

Methodist Seminary, Seoul

Taejon Seminary, Taejon

In addition, Ehwa University, Yonsei University, Severance Hospital School of Nursing, Ehwa Music and Art School, as well as several farm training programs receive additional in the way of equipment and/or monies.

II. PARTICIPANTS

Foreign Participants

1. Ruth E. Adelman, Seoul Center, USIS
2. Sime H. Adelman, Public Affairs Officer, USIS
3. William K. Bunce, Director, USIS
4. Michael Casey, Unesco
5. William E. Cox, G , Colonel, Armed Forces Assistance to Korea
6. Kathleen Crane, Prof., Ehwa Womans University
7. Roger Ernst, Deputy Director, USOM
8. Donald Ford, Field Program Officer, USIS
9. James Y. Greene, Lecturer, Choongang University
10. Barbara S. Harvey, Cultural Exchange Officer, USIS
11. J. E. Holdrop, Rural Development Adviser, USOM
12. Macdonald M. Irwin, Prof., Korea College of Theology
13. Willard Kaiser, Agriculture Education Adviser, USOM
14. Kenneth E. Killoren, S. J., Prof., Sogang Jesuit College
15. Frank M. Landers, Chief, PSD, USOM
16. Robert E. Landry, Training Division, USOM
17. Bernard J. Lavin, Cultural Affairs Officer, USIS
18. Robert E. Levine, Asst., Rep., The Asia Foundation
19. Clifford S. Liddle, Chief, EA, USOM
20. David Livingston, President, Kwan Dong College
21. Robert G. Lowe, Col., Director of Activities, The American Korean Foundation

22. Alan E. McBain, Rep., UNICEF

23. John A. McReynolds, Int'l Relations, Armed Forces Assistance to Korea

24. James D. Murray, VEA, USOM

25. Lyle B. Pember, VEA, USOM

26. Donald F. Sansom, Rep., Methodist Mission

27. M. Delmar Skillingstad, S. J., Prof., Sogang Jesuit College

28. David Steinberg, Rep., The Asia Foundation

29. William L. Strauss, Executive Director, United States Educational Commission in Korea

30. Norbert J. Tracy, S. J., Academic Dean, Sogang Jesuit College

31. Robert Yangas, Director of Educational Counseling Center, the American Korean Foundation

Korean Participants

1. Dong Jae Cho, The Asia Foundation

2. Yong Yeun Choi, Research Assistant, CERI

3. Sang Keun Chun, Director of Technical Development Bureau, EPB

4. Bom Mo Chung, Prof., Seoul National University

5. Yang Soo Chung, Chief of Education Facilities Section, MOE

6. Chong In Hong, Director, Korean Press Institute

7. Jong Gon Hwang, Chief Researcher, CERI

8. Joong Cheol Jeon, Chief of External Service Division, CERI

9. Chong Suh Kim, Prof., Ehwa Womans University

10. Helen Kim, Honorary President, Ehwa Womans University

11. Okgill Kim, President, Ehwa Womans University

12. Ran Soo Kim, Prof., Yonsei University

13. Oh Byung Kwon, Minister of Education

14. Churl H. Lee, Director of Bureau of Culture, the Ministry of Education

15. Dong Hee Lee, CERI

16. Eung Sun Lee, Chief of Technical Research and Information

17. Jong Hang Lee, Chief Supervisor, MOE

18. Moon Young Lee, Researcher, CERI

19. Yung Dug Lee, Prof., Seoul National University

20. Hae Hoon Oh, Researcher, CERI

21. Ki Hyoung Oh, Prof., Yonsei University

22. Hyun Ki Paik, Director, CERI

23. Eui Do Rim, Researcher, CERI

24. Jae Whee Song, Chief of Technical Cooperation Division, EPB

25. Myong Won Suhr, Academic Dean, Seoul National University

26. Chang Hoon Won, Director for Program, Korean National Commission for UNESCO

27. Tae Lim Yoon, President, Sook-Myung Womans University